

**Charter for Accelerated Learning  
Charter School Application for:**

**Charles A. Tindley Accelerated School  
Indianapolis, Indiana**

Submitted to the Honorable Bart Peterson,  
Mayor of Indianapolis  
October 8, 2001

# Charles A. Tindley Accelerated School Charter Application

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## CHARLES A. TINDLEY ACCELERATED SCHOOL

### **I. Who We Are**

#### **A. The Founding Group**

Collectively, the founding group formed the nonprofit organization called the “Charter for Accelerated Learning” for the purpose of creating the Charles A. Tindley Accelerated School (CTAS). The founders are dedicated to creating a high school where: students are intellectually engaged and where students find learning enjoyable. Attention is given to understanding what students do and do not know in order to design instruction that accelerates conceptual and factual learning while cutting out redundancy and repetition. Teachers and students work as a team where the ultimate goal is mastery. The ability to apply knowledge is more important than content coverage. Learning involves participating in the greater community. The school is unique because it operates from the premise that ALL students are gifted and talented and that ALL students are capable of academic success. Each founder’s personal and professional path brings novel insights and strengths to the endeavor of starting CTAS. This has led to the united commitment to establish and ensure the success of the Charles A. Tindley Accelerated School (CTAS).

Diana Adams graduated from college with a Bachelors of Science Degree in Education and had intended to teach high school Social Studies. During her student teaching experience, Diana was exposed to practices within the school system that she found highly disturbing. For example, Diana found that teachers were “dumbing down” curriculum in order to pass a certain percentage of students. These students were not even given the chance to succeed. Frustrated by this experience, Diana chose to “temporarily” leave the education arena. For many years, Diana provided administrative support for Indiana University Hospital and Wishard Memorial Hospital. While working as a research assistant at Wishard Memorial, Diana felt led to work in a social service capacity. She went to work for Midtown Mental Health providing employment counseling to patients coming out of Central State Hospital. She later was promoted to Midtown Child and Adolescent where she worked for the “Intensive Reunification Project” and the “Dawn Project” providing and coordinating intensive wraparound services for severely emotionally disturbed children. Diana soon developed a working knowledge of all the social service and community organizations within the Indianapolis area. It was also during this time that Diana realized that her heart was with adolescents. This lead to the opportunity to work at the John H. Boner Community Center providing services to at-risk youth within the school system of the Boner Center’s service area. While working with at-risk youth in alternative educational environments, Diana realized that there was nothing “alternative” about some of these programs. “Alternative” meant warehousing disruptive students and replicating the very environments that the children had failed in to begin with. These

environments placed greater emphasis on discipline and control than on academic achievement. Students were often written off as problems to be handled rather than as students to be educated. Diana's work intersected with local alternative educators who expressed the need for more educational options within the public school system that could reach the otherwise disengaged student.

The second founder, Siri Loescher, began her journey to CTAS even before she reached her student teaching experience. A college professor praised her ideas for teaching social studies as a foundation for critical thinking and literate discourse...not just as a discipline of facts and figures. Yet, the professor did criticize Siri's view that these methods were just appropriate for 'gifted and talented' students. The seed was then planted that this approach towards teaching could be effective for all students, and could be used to encourage academic achievement for underperforming students. This insight grew into a belief in the importance of holding high expectations for all students, and the acknowledgement of the teacher's responsibility to help students reach those expectations. Later in her professional career, Siri put these ideas into practice while teaching in a "last-stop" alternative education program for high school students in the Detroit Public Schools. This work fostered a greater understanding for the multiple reasons that lead to student disengagement, low attendance and discipline problems that often predate student dropout. Siri became frustrated at the large number of students falling into this category, and at the schools' lost opportunities for reaching these students. Siri vowed to deepen her own understanding and to someday create learning environments that foster academic success for students who are most likely to dropout. This led to pursuing a graduate degree in educational policy, focusing on urban schools, at Stanford University. Siri worked for and studied under the founder of the Accelerated Schools Project, Henry M. Levin. In this capacity, she spent four years working with and studying numerous schools undertaking comprehensive school reform efforts. She saw schools both succeed and flounder. She learned first hand about the complex nature of changing existing school cultures and educational practices. Siri left her doctoral studies after concluding that her "calling" was not to research and report on successful urban schools, but to actually create one.

The third founding board member, Alix Litwack, began her professional life with educational programs that combined civic involvement and experiential learning. This work included teaching students and facilitating programs for teachers at the Washington D.C. based Close-Up Foundation. This work expanded her view of learning to include the broader community and the application of learning to real-world activities. Her new perspective viewed students as active participants in community organizations. She realized that student learning is made more meaningful when viewed as asset building. Alix left youth work and moved into developing educational and documentary media for various non-profit organizations. Her goal with media productions was to reach a larger audience and educate and inspire them to work toward positive social change. She worked with educational, advocacy,

political and not-for-profit agencies covering such issues as: union organizing, women's rights, teenagers and alcohol, sexual harassment in the workplace and many more. When Alix returned to her Hoosier roots, she yearned to combine her professional expertise with her commitment to youth and education. She approached the president of The Children's Museum of Indianapolis and challenged him to follow their core value of serving all children by providing more programming for adolescents. Her work in Washington paired with recent school violence around the country inspired her renewed commitment to providing resources for youth. She was hired to work with the Educational Initiatives Task Force to explore how the Museum could best serve the 10-18 age group. With this focus, Alix spent several years coordinating the development of an adolescent enrichment center for the Children's Museum of Indianapolis. This program was geared towards extending the services to at-risk teens in the community. In this capacity, she led a task force for two years that researched model programs for youth development including mentoring, service-learning and community-based arts programs. This task force surveyed the often untapped resources within Indianapolis that could provide experiential learning opportunities for youth. When the Children's Museum's priorities shifted away from adolescents, Alix's vision of creating an enrichment program that connects youth to the community did not. When Alix learned about innovative charter school programs around the country, she became interested in working with a local school to develop a program that integrated experiential and community involvement into the school's academic program.

This founding group has the vision, experience, and dedication that is necessary to develop a comprehensive, challenging school program for high school students at risk of academic failure. The founding group is acting as the foundation from which to build a complete Board of Directors (see section IV C - Governance and Management) who will bring additional expertise to ensure the viability of the school. CTAS has retained legal counsel to provide advice in the areas of not-for-profit regulations, personnel policies and future service contracts. The founding group is also working with SchoolStart, a non-profit organization that provides assistance during the start-up process of new charter schools. SchoolStart is assisting with budget, finance, board development and other related issues (see section IV C for more information about SchoolStart).

CTAS is named after Charles A. Tindley whose life experiences embody a quest to acquire knowledge as a means for reaching aspirations and a commitment to using that knowledge to serve others. He was born into slavery and overcame extreme odds to become an influential community and spiritual leader. His desire to read the Bible and his passion for knowledge led him to teach himself to read and write at a time when education was illegal for Blacks. Unsatisfied with reading translations, Tindley learned both Greek and Hebrew. While working as a laborer, Tindley studied by correspondence to become an ordained minister. Leading a growing congregation in Philadelphia, he established a soup

kitchen and clothes bank. Charles A. Tindley is also known as one of the 'godfathers of gospel' for his musical compositions, which include *We Shall Overcome* and *Stand by Me*. His legacy serves as an inspiration for this charter school.

## **B. Community Partnerships**

CTAS cannot, and should not operate in a vacuum. Collaborative partnerships between schools and other community organizations are key to academic achievement. “Healthy communities for youth are those which have a cohesive center of interest for and about youth. There is a long-term commitment to linkages and partnerships which address non-academic needs, broad-based educational achievement and positive youth development.”<sup>1</sup> Helping youth build strong relationships with adults who care about them will be the foundation on which these students will mature. Teachers, parents, administrators, other adult family members and community volunteers will be an integral part of ensuring students’ academic and life success. The common purpose of all individuals and organizations linked to CTAS will be to help students become connected, contributing and productive members of our community.

CTAS seeks partnerships with local organizations including community groups, social service providers, and local universities that are mutually beneficial. We also seek regional and national partnerships with organizations such as the National Center for the Accelerated Schools Project, the Safe and Responsive Schools project at Indiana University, and the Indiana Education Policy Center that will advance the work of CTAS in professional development, discipline and school/community policies, and the design of program evaluation and assessment. CTAS Community Partnerships fall into four categories: 1) participation in policy implementation plans through advisory groups, 2) cooperative partnerships among community organizations, 3) professional and educational training partnerships, and 4) participation in enrichment and service learning programs.

The first type of partnership involves obtaining direct community participation in the planning and implementation of CTAS. CTAS is particularly interested in holding focus groups among parents, students and recent high school graduates and dropouts to explore the ways that the school can best meet the needs of its students and the community. A parent advisory group and a student advisory group will then be formed to explore areas of particular interest to each group in order to make policy and program recommendations to the CTAS Board of Directors. Focus groups will be held during the last months of 2001, and the advisory groups will begin functioning once a charter has been granted.

The school also seeks cooperative partnerships among existing community organizations in areas in which resources, programs and missions may overlap. Of particular interest are programs that provide services to high school students, young adults, parents, and families. Types of services include education

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<sup>1</sup> Community Assets and Needs Report. United Way/Community Service Council. 1998. p. 212.

and training, health, recreation and rehabilitation. Two premises will guide the development of such joint efforts. First, the school should build upon and enhance the existing network of local community groups. All efforts should be made not to replicate or compete with existing programs, but instead to work cooperatively to extend the reach of existing programs. Second, because non-profit organizations, including the school, operate on limited resources, all efforts should be made to find ways to share rather than compete for resources. The founding board has been in contact with numerous organizations in order to introduce the school's mission, learn more about the missions of the existing organizations, and explore ways that the organizations may work together in the future. Current efforts include both informal and formal meetings with various local groups that work in the following areas: recreation, education, transportation, mental health, religion, and community health. The founding group has initiated conversations about CTAS with a diverse group of community organizations including: Anderson University, John Boner Community Center, East Tenth United Methodist Church, Adult and Child, East Side Connections, Head Start, Brookside Park, One Vision in Christ Baptist Church, Health and Hospital Corporation, NESCO, and Indianapolis Partnership for Faith and Community.

CTAS will form partnerships with local colleges and universities that provide training in various professions related to schools such as teacher education, social work, library science and media, and special education and second-language-learners educational services. These partnerships will be formed to directly benefit students and provide support and training for CTAS teachers as well as the partners' pre-service teachers and professionals. In addition to receiving direct services, CTAS students will benefit by connecting with college students and becoming more familiar with various post-secondary education opportunities that will be available to them once they graduate. College and university partnerships will be integrated into CTAS's professional development program and into the school's collaborative culture. CTAS places a great emphasis on on-going professional growth and on regular teacher collaboration as a means for increasing teacher effectiveness. In a recent article, Stanford University Education professor Linda Darling Hammond attributes both of these factors as key to retention of high quality teachers.<sup>2</sup> These emphases, along with the mission of the school (to teach students of all academic levels with a challenging academic curriculum), make the school an ideal site for professional internships and other pre-service learning experiences for college and graduate students in various fields.

CTAS will establish a wide variety of connections to community and educational organizations in ways that enrich the school's curriculum through partnerships around the school's service-learning program. Through this program, students will make weekly visits to appropriate agencies and organizations to volunteer in meaningful ways that contribute to the partner organizations' mission. The

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<sup>2</sup> Christine Foster, "Why Teach?" Stanford. September/October 2001, pp 50-56.

program is modeled after a service-learning project, cited by the Education Commission of the States as a model of ‘Promising Practices for K-16’, called Project Connect in Bellingham, Washington. The goal of these partnerships is embodied in the following statement by Delaine Eastin, California state superintendent of public instruction.

*Service-learning places high expectations on our youth because they must deal with real community needs and issues. Service-learning allows young people to work with adults as equal partners striving to improve their communities. And service-learning calls on our youth to actively participate in learning and give back to society. Clearly this is a pedagogy that builds character, encourages a nurturing learning environment, is academically sound and civically engaging.*



## II. OUR VISION

### A. The CTAS Mission

The Charles A. Tindley Accelerated School (CTAS), working with parents and the community, will empower high school students at high risk of academic failure, or school dropout, to become successful students who graduate with prospects for college and career opportunities. The school will provide an accelerated learning program that intellectually engages, inspires, and spurs academic achievement through a challenging, interactive, standards-based curriculum.

#### What is “Accelerated Learning” at the Charles A Tindley Accelerated School?

\* It is raising the bar... not lowering it. \* It is operating from the presumption that ALL children are gifted and talented. \* It is believing very strongly that “It’s all in the delivery.” \*

### B. The Need

Enrollment data for the local district, available on the Indiana Department of Education website, show a disproportionate decline in students enrolled in the high school grades compared to declines in the younger grades. This trend, mirrored in other large urban districts, indicates a high exit rate from school prior to graduation. The costs of dropping out to the individual students and to the community at large are high. In a 1994 Bureau of Census report, the difference in annual earnings between high school graduates and high school dropouts is, on average, \$6,415.<sup>3</sup> With both the local and national economy moving away from unskilled labor and advancing towards high-tech and high-skilled labor, the earnings differential will only increase. It should also be noted that 82% of America’s prisoners are high school dropouts.

There are numerous factors that may contribute to a student’s decision to drop out from school. Academic failure often plays a role prior to student exit from school. For example, 40.9% of the 16 to 24 year-olds who dropped out of school reported being retained more than once, according to a National Center for Education Statistics (NCES) study.<sup>4</sup> This suggests that by the time students drop out of school, they have already fallen significantly behind. Additional factors contributing to dropout are represented in a U.S. Department of Education study that tracked the responses of dropouts as to why they left school.<sup>5</sup> The top seven reasons, listed below, suggest that some contributing factors relate to the culture of the school:

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<sup>3</sup> Bureau of the Census (1994). Educational attainment in the United States: March 1992 and 1993.

<sup>4</sup> NCES (1994), “Dropout rates in the United States: 1993.” Washington, DC: National Center for Education Statistics, U.S. Department of Education.

<sup>5</sup> National Education Longitudinal Study (NELS) (1988, 1990). Washington, DC: U.S. Department of Education.

- Did not like school
- Could not get along with teachers
- Was failing school
- Could not keep up with school work
- Was pregnant/became pregnant
- A feeling of not belonging
- Could not get along with other students

Several of these statements suggest that those students who dropped out did not feel that they were a part of the school community. They did not value school and did not feel valued by the school. Other reasons suggest that the academic needs of these students were not met, resulting in academic failure. Additional attributing factors relating to drop out include poverty, low education attainment of parents, high local crime rates, drug and alcohol use, high absenteeism, declining educational aspirations and past discipline problems. By understanding and addressing these factors, and working collaboratively with other community organizations focusing on these issues, a school can work to minimize the effect of these factors. CTAS, while partnering with local organizations, will incorporate student volunteerism so that students become actively involved in contributing to community-based solutions.

The needs of the Near Eastside of Indianapolis, where CTAS intends to locate, reflect the challenges facing many neighborhoods in Midwestern urban areas. There are six middle schools that serve the area and two high schools. At the six middle schools the poverty rate is high. The rate of students qualifying for free and reduced lunch ranges from 65% to 73%. At the high schools, the rates range between 50% and 56%. The 2000-01 ISTEP scores for the middle schools suggest that a great number of students are struggling with the reading and math skills that are necessary to be successful in the high school curriculum. The following table reflects student performance on the ISTEP tests for the 2000-01 school year.

	English/Language Arts Pass Rates	Math Pass Rates
6th Graders at 6 Middle Schools	9-26 %	17-37%
State Average	52%	62%
8 <sup>th</sup> Graders at 6 Middle Schools	23-51%	12-44%
State Average	68%	64%
High School	36-41%	32-42%
State Average	69%	67%

Other indicators suggest that by high school, many students in this community are not aspiring to achieve academically or preparing to attend college. The percentage of the student body at the two high schools taking the "core forty" classes recommended for college admissions (in most Indiana colleges) are

21% and 41% compared to 54% of high school students state-wide. The percentage of the student body taking the SAT exam, associated with college admissions, at the two high schools are 35% and 16% compared to 54% of all Indiana high school students. These indicators show that an unacceptably high number of high school students in the Indianapolis Public Schools are not remaining in school and progressing towards either graduation or higher education.

#### Addressing the Need.

Accelerated schools often have student populations with many students in at-risk situations. The model differs from traditional remedial approaches that often involve less challenging curricula and lowered expectations. Instead, accelerated schools offer enriched curricula typically reserved for gifted-and-talented students. The schools create ‘powerful learning’ environments that encourage students and teachers to “think creatively, explore their interests, and achieve at high levels.”<sup>6</sup> Accelerated schools involve the whole school community – parents, students, teachers and staff – in a continuous, data-driven reform process that is centered around the school’s visions. These efforts are guided by three principles: Unity of Purpose, Empowerment and Responsibility, and Building on Strengths. Attachments # 1 and 2 give more information about the accelerated schools model and powerful learning.

The National Center for the Accelerated Schools Project (NCASP) supports a network of more than 700 accelerated schools in the United States and four other countries. The research-based comprehensive reform model, the Accelerated Schools Process, was first introduced in schools in 1986. Since that time it has been successful in improving student achievement in many schools. The model, one of the New American Schools design for ‘break-the-mold’ schools, has been successful in both elementary and middle schools. Building on the middle school model, the National Center for the Accelerated Schools project is working on the development of the model at the high school level. CTAS has been selected as one of the pilot high school sites. The National Center for the Accelerated Schools Project intends to work with CTAS and the other pilot schools by providing training and technical support, including resources for developing a standards-based powerful learning curriculum and professional development. CTAS has been selected as a pilot site based on the school’s mission, the founding group’s experience working with the accelerated schools model, CTAS’s commitment to work collaboratively with various community organizations in developing a broad-based learning community, and the school’s potential to become a contributing member of the local and national public school reform community.

CTAS will follow the research-based Accelerated Schools Process (ASP) for community involvement in school governance, and the associated Powerful Learning Methods. Student and parent

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<sup>6</sup> Northwestern Regional Education Laboratory, website. [www.nwrel.org/scpd/catalog/](http://www.nwrel.org/scpd/catalog/)

involvement in school governance will ensure that the policies of the school are reasonable and responsive to both students and families and will increase ownership and 'connectedness' to the school.

The Powerful Learning methods are based on the premise that students learn and retain more when involved in content-rich interactive instruction that requires demonstration of applied learning, emphasizing applying concepts and content rather than memorization and recitation. Students will be given responsibility for achievement and students will know the course standards and understand what they need to accomplish in order to demonstrate learning and earn course credits. In return, the teachers will work with students to determine the pace of learning, and provide additional support if and when students struggle with course work.

The previous academic failure or weak academic skills of students threaten school success and create a dilemma for schools. If programs solely focus on basic skills in order for students to "catch-up" to grade level, then students fall behind in taking high school level classes. The time spent in remedial courses delay students from taking courses such as algebra, geometry, literature, or expository writing. However, many of these students do not have the needed skills in reading, writing and math to succeed in high school level courses. A successful school must find a way to provide grade appropriate, challenging curriculum, while building requisite skills. Methods that are effective for both previously lower achieving and higher achieving students must be incorporated into classroom instruction.

The CTAS educational plan includes an extended day and extended year format. CTAS will offer a "double dose" of reading and math instruction that includes core academic classes, individualized study in reading and in math, and accelerated courses. Longer class periods will allow the use of varied teaching methods focused on increasing student engagement in course content. There also will be a service-learning and experiential education component that involves students applying academic learning to community issues. This will add relevance to regular coursework and allow exploration of future academic and career options.

### **C. School Characteristics**

CTAS will have an extended year, extended day program. The calendar year will include three trimesters of thirteen weeks each for a total of 195 days that the school will be in session. The proposed school day is from 8:00 a.m. to 5:00 p.m. Core academic courses will be ninety minutes long, with individualized study in reading and math, and accelerated courses will be sixty to ninety minutes long. One day a week there will be an alternative schedule that will include civics, community issues and speakers, as well as service learning and enrichment projects that are linked to the curriculum of the core academic program. First year students will primarily take core academic courses as well as individualized study in reading and math. Second year students, who are performing at grade level in reading and math,

will begin taking additional courses in place of the individualized study, including health, physical education, foreign languages and other courses to be determined by the School as a Whole (SAW) committee (for an explanation of the SAW see section IV C - Governance and Management). Attachment #3 is the CTAS school year calendar.

#### A day in the life at CTAS– regular class day

*Before the day begins* - Students who arrive early either go to their first period classroom or to the auditorium. In classrooms, students may get a head start on their work, do research, or read newspapers or magazines. Students who want to gather and socialize do so in the auditorium, before the morning assembly. Students and faculty gather for a daily assembly at the beginning of the school day. At each assembly, one student's accomplishments are highlighted, announcements are made, and a student selected "quote of the day" is read to set the tone for the day.

*The school day* – Students attend four ninety minute core courses (math, English/language arts, social studies and science) and one ninety minute section of individualized study in reading, math or accelerated course work. During the core classes, the instructional activities vary frequently. Time for individual work, small group discussions and student projects will be interspersed with whole-class instruction and discussion. Whole group instruction will be centered on "academic conversations" and building student understanding, rather than traditional lectures focusing on coverage of content. Between classes, students are given short breaks to allow them to prepare for their next class and allow for some socializing.

*Individualized study* - The individualized courses allow for skills-building in reading/math for students with weak academic skills. For those students with grade-level or higher skills, the courses will be individually negotiated around a selected set of the Indiana Academic standards. The teacher and student determine what tasks demonstrate mastering the full set of standards, and create a course in which the teacher works as a resource to assist the student in accomplishing those tasks.

*Culminating Activities* - At the conclusion of the day will be an array of thirty minute culminating activities where students can participate in tutorials, academic projects or enrichment activities depending upon each student's needs and interests. Many of these activities will be led by volunteers and college students who coordinate these activities with classroom teachers.

#### A day in the life of a CTAS student – Enrichment program day

*Before the day begins* – The day begins in the same way as traditional days, but with an extended assembly. Extended assemblies include student-designed and student led community-building activities that may involve a physical activity, or student presentations.

*Civics workshops* – Student groups led by pre-service teachers, other education related pre-service professionals or volunteers participate in workshops related to civic involvement, current events, and local, state or national political issues. Workshops are designed to deepen students' understanding of complex issues and to increase students' awareness of their role as citizens in the political process.

*Guest Lectures* – Students attend lectures by local experts on issues related to various students' service-learning projects, or on civics issues that are relevant to students. The lectures include a presentation and a question and answer session. Students will learn how to be active listeners and confident questioners.

*Service-Learning Projects* – Across each term, students will be involved in either a service learning project or in an enrichment project. The service-learning projects involve groups of students and pre-service teachers or volunteers working together to study a community issue, locate a local organization that addresses that issue, plan and implement specific volunteer activities, and prepare and give a final presentation that reflects what was learned through the service-learning experience.

*Enrichment Projects* – Enrichment projects are conducted across each trimester and may include a single enrichment project or a series of coordinated shorter activities. Groups of students are paired with pre-service teachers or volunteers who have unique expertise in the arts. Projects combine academic research related to subjects covered in one or more of their regular courses, with hands-on arts experiences. Enrichment projects may include production of media or visual arts materials, participation in dramatic arts, explorations in music or other arts related activities.

### III. EDUCATIONAL SERVICES PROVIDED

#### A. Educational Philosophy

In addition to acquiring the academic skills needed to be successful in college, graduates of CTAS will have mastered a challenging academic program, developed critical thinking skills, mastered the ability to teach themselves, and become connected to the community. In short, they will have the developed skills to be successful in the workplaces of the twenty-first century. Furthermore, graduates will have been positive participants in the community through the service-learning and enrichment programs and are likely to continue to contribute to the overall fabric and health of the community.

CTAS aims not only to "recover and retain" potential dropouts, but also to re-engage students in their own education through a challenging and motivating school program. However, inherent in any program geared towards students who are at risk of drop out is the reality that the students entering the school are not likely to have a strong academic orientation and may not have the skills necessary to be successful in a college preparatory curriculum. CTAS's strategies to address the gap between the school's graduation goals and its students' incoming skills and dispositions will combine community involvement with sound educational practices. All programs will be guided by the following principles.

- Whole-School Partnership for Student Success
- High Expectations for Student Achievement
- Accommodation of Varied Skills
- Challenging Predispositions and Learned Responses to School Failure
- Connecting and Contributing to the Community

1) ***Whole-School Partnership for Student Success:*** Students will not feel isolated in their efforts to be successful in school. The whole school community - teachers, staff, parents, and students - must be involved in developing, delivering, evaluating and revising the school's programs based on student performance. All members of the school community will have a stake in each student's success.

*Application to school program:* Using the Accelerated Schools model, many of the policies about CTAS's programs, including curriculum and discipline, will be developed at the school level. Faculty, staff, students and parents will work in a partnership and share the responsibility for student learning.

2) ***High Expectations for Student Achievement:*** Students respond to schoolwork when appropriately challenged and engaged. Standards for learning must be high, and students must believe that the school/faculty/community believe they are capable of achieving at this level and that they are deserving of such an education. Following the assumption that all students can and will succeed, CTAS will provide a college preparatory curriculum to all students, along with the requisite support.

*Application to school program:* Instructional methods, such as Powerful Learning methods, will be used to make learning relevant and meaningful and will encourage students to be active rather than passive learners. Course work will be designed to constantly challenge students, as well as to foster an interest in “learning more”. Because some students may not yet have the skills to fully benefit from some of the classes, the school will provide programs such as tutorials, peer-tutoring and study groups.

3) ***Accommodation of Varied Skills:*** Students entering CTAS will have diverse levels of skills in reading and math, and many will have skills below grade level. Other students will be performing at grade level or will be far above grade level. CTAS will ensure that all students' academic needs are met, while providing equal educational opportunities for all students.

*Application to school program:* To meet the varied academic needs of students, some instruction will be individualized, including the reading and math "double dose" courses as well as possible advanced or independent, guided instruction in accelerated courses. Particular emphasis is placed on building the skills of those students performing below grade level in reading and math because these weaknesses are likely to hinder success in the academic core classes.

4) ***Challenging Predispositions and Learned Responses to School Failure:*** Students entering CTAS, because of its emphasis on dropout prevention, may have had negative experiences in school, and may have a low threshold for frustration and a predisposition for "giving up" or "rebellious." CTAS will help students adjust to the school setting and assist them in molding their self-images from ones of academic failure to ones of academic self-assurance. CTAS school policies will be fair and responsive while maintaining high expectations for students.

*Application to school program:* CTAS's faculty will employ teaching strategies that are geared towards increasing academic achievement for all students, including under-achievers. CTAS will build a school culture around student involvement and academic success which will be fostered by smaller classes, longer class periods and positive teacher - student relationships. Some teachers may work with the same students over an extended period (e.g., over two class periods) to provide students with a consistent guidance approach.

5) ***Connecting and Contributing to the Community.*** The confidence of students rises when they are connected to their community rather than alienated from it. Meaningful service-learning opportunities allow students to contribute to the community and feel valued by the community. Service-learning projects that are integrated into the curriculum can strengthen student learning by increasing the relevance of course content, and deepening the understanding of concepts that are applied in the project.



*Application to school program.* Groups of students, paired with pre-service teachers and volunteers, will participate weekly in on-going service-learning projects. Following the Project Connect model, students brainstorm about issues facing the community, then research and plan service-learning projects. Students record experiences and insights in journals while working in the community. Students then evaluate the success of the projects and create a presentation that highlights what was learned from the projects as a culminating activity. Guest speakers will be invited to discuss issues and help students understand the intricacies of local, state and national issues.

## **B. Academic Standards**

The CTAS curriculum will be developed by teachers, with input from parents, and based on the Indiana Academic Standards. The curriculum will be developed through a backmapping process used by the Modern Red Schoolhouse reform model. This involves analyzing each specific performance standard, determining what a student needs to know and be able to do (prerequisite knowledge) to meet the standard, and establishing methods of assessment that are derived from the standard. Textbook selection will be based on recommendations of the state adoption committee, which recommends specific texts on the basis of addressing the Indiana Academic Standards. However, the textbooks will primarily serve as a resource for teachers and students and will be combined with other instructional materials that match the standards, such as on-line resources and materials developed by the New Standards Project which is part of the America's Choice comprehensive school reform model.

### Example exit standards for mathematics, English/language arts, and social studies.

CTAS will use the Indiana Academic Standards as exit standards. Attachment # 4 is a description of the standards that are specified for each subject area: math, English/language arts, and social studies, including a set of specific exit standards in each area. Full descriptions, examples and documentation of the Indiana Academic Standards are available at: [www.doe.state.in.us/standards/](http://www.doe.state.in.us/standards/). The exit standards reflect the content and format of the Indiana Academic Standards. It should be noted that these standards were developed by different panels of experts, and thus the format of each set of standards is not uniform.

CTAS promotion policies. CTAS is committed to providing the same educational opportunities to all of its students. Courses will be heterogeneously grouped rather than tracked by ability. Students will be able to take accelerated courses that will be based on meeting the academic standards and will allow for individualization of instruction. These courses will be grouped according to student interest and will be made available to all students.

Grading and promotion policies will be determined by the executive committee of CTAS with input from faculty and parents, and will be approved by the Board of Directors. The following guidelines will be used in determining these policies:

- 1) Students will master course work before moving on to the next course, since course work is cumulative in nature.
- 2) The school will provide resources to assist students who are struggling with course work, including provisions for tutorial assistance and making up missed coursework due to absences.
- 3) The goal of grading and promotion policies will be to insure that students advance through coursework, and grading policies will be instructive to both the teacher and the student in terms of determining areas of the coursework with which the student is struggling or has already mastered.
- 4) Students will be involved in the evaluation and therefore the promotion process, including being aware of the academic standards to be met through the course and the requirements for the quality of work necessary to succeed in each class.

### **C. Curriculum**

As described under the Academic Standards section, the curriculum will be teacher developed, and based on the Indiana Academic Standards. Start-up grant funds will be sought to pay teachers for up to one month prior to the opening of the school so that they can work collaboratively in designing the curriculum and assessment tools. On-going professional development and collaborative planning time will be used throughout the academic year to continue developing and refining curriculum materials. Additional resources for curriculum development will include the standards and suggested instructional activities designed by the New Standards project in association with the America's Choice comprehensive school reform. These materials include suggested activities and samples of students work to guide teachers in determining if student work meets the specified standards.

The ninth and tenth grade curriculum will be comprised of four core academic courses: language arts, mathematics, social studies, and science following the below sequence that will allow for graduates to have met college admissions standards. Ninth and tenth graders, and all first year students will also take individualized study in reading and math. Students who are performing above grade level may take the individualized courses in order to further build their skills, or may take individualized accelerated courses. The instructional methods used with the curriculum will promote critical thinking, applied knowledge and authentic instruction as is consistent with the Accelerated Schools model. Attachment #5 includes two sample lessons.

#### High School Courses

Social Studies: World History and Cultures, U.S. History, Government, Economics  
Mathematics: Algebra, Advanced Algebra, Geometry, Pre-calculus, Calculus

Science: Earth Science, Biology, Chemistry, Physics  
Language Arts: Four years (9th, 10th, 11th, 12th grades Language Arts).  
Additional Courses include:  
Physical Education, Health  
And may include:  
Foreign Languages, Technology, Compository and Creative Writing, Sociology, Psychology.

#### **D. Assessment**

Student Assessment, and School Assessment are linked to the Educational Goals of CTAS. In the broadest terms the CTAS educational goals are that graduates will:

1. Perform at or above grade level in reading, writing and math and be able to meet all state requirements for graduation.
2. Have completed a college preparatory academic program and be qualified to secure admission to and perform satisfactorily in a four-year college.
3. Have acquired the skills and attitudes to become effective students, workers and citizens.

These goals have been turned into Student Performance Standards and School Performance Standards. The former specifies what signifies successful students, and lays out the student assessment plan. The latter specifies what signifies success at the school-level in terms of student outcomes.

#### **Student Performance Standards:**

1. Students will demonstrate progress towards raising their reading and math skills to grade level.

*Description:* Upon enrollment at CTAS, students will be pre-tested using a norm-referenced standardized test in reading and math, such as the Stanford Achievement Test. Students who test below grade level will be expected to raise their skill levels to "at or above" grade level according to the following guidelines: 1) Students who pre-test one grade level below their current grade level in reading and/or math will post-test at the end of the first academic year at or above grade level. 2) Students who pre-test more than one grade level below their current grade level in reading and or math will make substantial progress towards increasing their skill levels within the first academic year, and will be performing at or above their current grade level at the completion of their second academic year. The post tests used will be different forms of the standardized test used for the pre-test.

2. Students will demonstrate satisfactory progress through academic coursework by maintaining a 2.0 grade point average (or equivalent).

*Description:* Students will perform in academic courses at a "C" level or higher to demonstrate mastery of requisite information in college preparatory courses. Because course curriculum will be based on the Indiana Academic Standards, the grades will reflect students' mastery of the state curricular standards. Student progress will be demonstrated through records of students' grades, including documentation such as copies of tests and scores, review of key exemplars in student portfolios, and teacher designed progress reports. Students struggling to maintain this level of performance will be offered various forms of academic support, such as tutorials and study groups, to help raise grades.

3. Each trimester, students will demonstrate progress on an individualized learning contract designed in partnership with teachers, parents and students. This learning contract will encompass student participation, service-learning and enrichment goals linked to curricular areas, and students' personal education goals.

*Description:* In the development of the individualized learning contract, the teacher, student and parents will establish means for assessing progress at the end of each term. The individualized learning contract will be revised according to the end-of-term assessment meeting.

### School Performance Standards

These standards consider the performance of the student body at CTAS. The assessment data will be gathered by the school, and reported annually to the Board of Directors, to the Sponsor, and to the public. After the annual review of the School Performance Standards, the School as a Whole committee will use the accelerated schools inquiry process to refine programs as needed in order to ensure that the school is reaching its mission. In addition, a summary of student and school performance based on grades, attendance, progress on individual educational plans, and other criteria set forth by the Board, will be made available at the conclusion of each trimester. The school will participate, per statute, in the state-wide assessment system including administering the ISTEP exams.

The following include both the performance goal, and an internal goal used as indicators as to whether the standard is being met. The below standards refer to "maintaining enrollment" as meaning students who have been enrolled and have maintained attendance through at least 80% of the academic year.

1. On average, students will meet the graduated scale for raising test scores in reading and math, including performing at grade level no later than the second year of enrollment.

*Internal goal:* the school will strive to reach the level of 70% or more students meeting and exceeding this goal.

2. On average, students maintaining enrollment each school year will successfully complete course requirements and maintain a minimum 2.0 grade point average, or the equivalent, in academic courses.

*Internal goal:* the school will strive to ensure that, at a minimum, 70% of the students maintain a minimum 2.0 grade point average, or the equivalent.

3. Students graduating from the charter school who have been enrolled for at least three years, on average, will meet the state performance standards as measured by the ISTEP test scores.

*Internal goal:* the school will strive to ensure that at a minimum, 70% of three-year students, upon graduating, will pass the ISTEP tests.

4. The rate of enrollment and student promotion will exceed that of the local school district, as an indicator of both retaining students who might otherwise dropout, and ensuring student progress to graduation.

*Internal goal:* the school will strive to ensure that at least 70% of students will remain in school and will be promoted to the next grade.

5. The majority of the high school students completing all requirements will, upon graduation from CTAS, enroll in a post-secondary educational program.

*Internal goal:* the school will strive to ensure that at a minimum, 60% of graduates will enroll in post-secondary education. The school will provide follow-up with students after graduation and will strive to collect and analyze student enrollment and, if possible, performance data.

6. Students maintaining enrollment will, on average, meet the goals of their individual learning contracts.

*Internal goal:* the school will strive to ensure that at least 70% of students will meet or exceed the goals set forth in the individualized learning contracts.

#### Assessment, review and program refinement

CTAS will conduct regular review of student and school performance standards. Those student performance standards and school performance standards which are tied to academic progress per each trimester (i.e., demonstrating academic progress in core academic classes, and demonstrating progress on the individualized learning contracts) will be reviewed, analyzed and reported to the School as a Whole (SAW) committee and the Board of Directors at the first respective meetings at the conclusion of each trimester. Those standards related to annual progress, such as demonstration of grade-level skills or

progress towards building grade level skills in reading, math and performance on the ISTEP tests, will be reviewed, analyzed and reported to the SAW committee and to the Board of Directors at the conclusion of the academic year. This information will be compiled into an annual report that will be made public and submitted to the sponsor. At the end of the trimester reviews, and at the time of the annual review, both the School as a Whole and the Board of Directors will compare the current performance (of students, and of the school) to the goals stated in this charter. For any areas where the goals are not being met, a committee of the School as a Whole will conduct research including studying student work, interviewing students, teachers and families, and investigating possible strategies or changes to the school program that the school might adopt in order to improve the student and school performance. The work of these committees will lead to policy recommendations for consideration by the Board of Directors.

#### **E. Support for Learning**

CTAS will strive to create and maintain a school climate and culture that is positive, based on respect for each other and for learning, and holds high standards for student and faculty behavior. The faculty, in collaboration with interested parents and students, will develop the school's discipline policies following a process developed by the Safe and Responsive Schools project at Indiana University. The formal policies are subject to review and approval of the CTAS Board of Directors. See attachment # 6 for information about the Safe and Responsive Schools project.

CTAS will seek parent and community involvement in all aspects of the school, from participating in the school's governance structure (through the SAW committee), to teacher-student-parent partnerships in the development and assessment of each student's individualized learning contract. In addition, parents will be encouraged to participate in the planning and implementation of the academic and enrichment programs offered by CTAS through a parent advisory group that will make recommendations to the Board of Directors. The CTAS founding board is already tapping into local community groups to reach potential parents, inform those parents about CTAS and identify prospective parents and community members who are interested in becoming involved in the planning of the CTAS programs. Once a charter is granted, this process will be advanced and monthly meetings will be held for reporting progress to the community and eliciting input from the community. To ensure that CTAS is addressing the needs and concerns of parents, annual parent satisfaction surveys will be conducted as part of the school's evaluation program.

Community Partnerships, as described in section I B, will be created in the following areas: 1) participation in policy implementation plans through advisory groups, 2) cooperative partnerships among community organizations, 3) professional and educational training partnerships, and 4) participation in enrichment and service-learning programs.

## **F. Special student populations**

Special Education. At CTAS, Special Education is not a place; it is a set of services that are provided to students who need help participating in the general education curriculum. CTAS has a strong commitment to serving special education students and integrating them into the school community in every way possible.

A licensed special education professional will hold responsibility for ensuring compliance with State and Federal Special Education regulations, policies, and associated reporting. CTAS may contract with outside organizations for additional specialized services. Individualized Education Plan (IEP) teams consisting of parents, staff, and administration will be convened by the special education professional when necessary.

CTAS will follow all state and federal regulations regarding special education, with the goal that all students with special needs be served in the least restrictive environment. The licensed special education professional will be responsible for assessing (including obtaining all previous files and records) and tailoring a specific program to each special education student. This includes integrating the student, as much as possible, in regular classroom instruction. The process involves ongoing evaluations, possible referrals to outside agencies that offer additional services, and contracts with specialists both on-and-offsite. A Special Needs team, which includes the licensed special education professional, parents, students, and other instructional staff, will meet regularly to plan and monitor activities and progress throughout the year.

Services such as counseling, health and speech will be either provided in-house, or made available through contracts with outside agencies or individuals.

Second-Language Learners Because the locale of the school has a growing English-as-a-Second-Language (ESL) population, the school will hire at least one faculty member with training and or experience in teaching second language learners. The school will provide varied services depending upon the needs of the student population that will include testing to determine language skills. A prerequisite of the testing methods will be that differentiation between social English (the ability to hold conversations in colloquial English) and cognitive reasoning in English can be made. Students needing ESL instruction will receive this during the individualized reading program. In addition, regular classroom teachers will meet weekly with the ESL teacher to discuss key concepts being covered in the class. The ESL teacher will provide for instruction on the concepts in the primary language as well as in English to reinforce both academic learning and the acquisition of cognitive reasoning in English. The school also will work with local universities to find volunteer tutors to assist second language learners in classrooms and in the enrichment program.

#### **IV ORGANIZATIONAL VIABILITY AND EFFECTIVENESS.**

##### **A. Budget**

The five year projected budget includes in the planning and implementation year (2001-02) that reflects those activities to be conducted prior to the first operating year (2002-03). Some costs associated with the school's startup, such as professional development for faculty and staff, may occur in the first operating fiscal year. Following the budget is a narrative that details the assumptions used for revenues and expenditure projections. Please note that the school is 'scaling up to size'. It is only beginning with two grades and will be adding one grade in the second and third years. This affects the budget projections in several ways. Some calculations that are based on the number of students served will increase proportionally to the increased student population. Other calculations which relate to initial expenditures, such as furniture and some equipment, will reflect the number of newly enrolled students rather than the total number of students. The five-year budget includes a narrative that explains revenue and expenditure assumptions used in the budget.



**Charles A. Tindley Accelerated School – Five Year Operating Budget**

	Pre-Opening	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	approval to opening	2002-03	2003-04	2004-05	2005-06	2006-07
Projected Enrollment		160	240	320	320	320
<b>I. Revenues</b>						
Carry-over from previous period		102,000	114,911	286,349	468,127	671,753
State Per Pupil Funding (\$6,500 est.) + 3.5% annual inflation and real increase		1,076,400	1,614,600	2,228,148	2,306,133	2,386,848
Federal Start-Up Grant	150,000	150,000	150,000	0	0	0
Private funds	200,000	125,000	100,000	75,000	75,000	75,000
Lunch Revenue (estimated @ \$2 x 195 days)		62,400	93,600	124,800	124,800	124,800
Other (competitive public)	0	10,000	15,000	20,000	20,000	20,000
<b>Total Revenues</b>	<b>350,000</b>	<b>1,525,800</b>	<b>2,088,111</b>	<b>2,734,297</b>	<b>2,994,060</b>	<b>3,278,401</b>
<b>II. Expenditures (w/3.0% annual inflation increase on most items)</b>						
<b>Human Resources</b>						
Director/Principal Salary	12,000	40,000	41,200	42,436	43,709	45,020
Business Manager	3,000	20,000	20,600	21,218	21,855	22,511
Supervisors/Lead Teachers Salaries	12,000	76,000	78,280	161,257	166,095	171,077
Teachers (FT) Salaries	8,000	280,000	432,600	593,955	611,774	630,127
Teachers (PT) Salaries						
Clerical Salaries	5,000	27,500	28,325	29,175	30,050	30,951
Custodian (.5 FTE)		10,000	10,300	10,609	10,927	11,255
Consultant Contracts (Curric. Dvlp., etc.)		8,000	5,000	5,000	5,000	5,000
Social Work/Counseling (.5 FTE in Yr. 1; 1.0 after)		20,000	35,000	36,000	37,000	39,000
Enrichment program coordinator (.5 FTE)		20,000	21,000	22,000	23,000	24,000
Payroll Taxes/Benefits		123,375	176,836	256,662	278,601	301,922
Professional Development	10,000	9,000	11,000	13,000	13,000	13,000
Substitute Teachers		12,000	18,450	25,218	25,975	26,754
Board Recruitment	0	0	0	0	0	0
Board Development	4,000	2,500	2,500	2,500	2,500	2,500
Other Human Resources Expenses						
<b>Total Human Resources</b>	<b>41,000</b>	<b>648,375</b>	<b>881,091</b>	<b>1,219,030</b>	<b>1,269,486</b>	<b>1,323,118</b>
<b>Facility</b>						
Rent		200,000	400,000	400,000	400,000	400,000
Mortgage						
Renovation/Construction	75,000	125,000	20,000	20,000	20,000	20,000
Debt Service						
Utilities (\$1.50 per sq. ft. x 5% annual inflation)		45,000	47,250	49,613	52,093	54,698
Maintenance		5,000	5,000	5,000	5,000	5,000
Other Facility Expenses (see utilities)		0	0	0	0	0
<b>Total Facility</b>	<b>75,000</b>	<b>375,000</b>	<b>472,250</b>	<b>474,613</b>	<b>477,093</b>	<b>479,698</b>

<b>Materials/Supplies/ Equipment</b>						
Textbooks and Other Instructional Supplies		32,000	48,000	64,000	64,000	64,000
Assessments		12,000	18,000	24,000	24,000	24,000
Instructional Equipment		4,800	7,200	9,600	9,600	9,600
Classroom Technology		32,000	24,000	32,000	32,000	32,000
Office Technology and software		7,500	3,000	3,000	3,000	3,000
Instructional Software and Internet Access		4,800	7,200	9,600	9,600	9,600
Library		12,000	14,400	19,200	19,200	19,200
Classroom Furniture		20,000	18,000	24,000	24,000	24,000
Office and Faculty Furniture	3,000	7,500	4,000	4,000	4,000	4,000
Copying and Reproduction	2,000	12,000	18,000	24,000	24,000	24,000
Postage and Shipping	1,000	2,400	3,600	4,800	4,800	4,800
Telephone/Fax Lines/ Long Distance	500	3,000	3,100	3,200	3,300	3,400
Office Supplies	500	2,500	2,600	2,700	2,800	2,900
<b>Total Materials/Supplies/ Equipment</b>	<b>7,000</b>	<b>152,500</b>	<b>171,100</b>	<b>224,100</b>	<b>224,300</b>	<b>224,500</b>
<b>Additional Costs</b>						
Contracted Services	75,000	75,000	10,000	10,000	10,000	10,000
Business Services		10,000	12,000	14,000	16,000	16,000
Insurance		9,600	14,400	19,200	19,200	19,200
Marketing/Recruitment	25,000	5,000	5,000	5,000	5,000	5,000
Legal Expenses	15,000	5,000	5,000	5,000	5,000	5,000
Accounting/Audit	5,000	20,000	21,000	22,000	23,000	24,000
Transportation (25% of students @ 4.13 per day)		32,214	48,321	64,428	64,428	64,428
Field Trips/Enrichment Program Transportation and Materials		32,000	48,000	64,000	64,000	64,000
Food Services (\$2 per student per day)		31,200	93,600	124,800	124,800	124,800
Other (Miscellaneous)	5,000	15,000	20,000	20,000	20,000	20,000
<b>Total Additional Costs</b>	<b>125,000</b>	<b>235,014</b>	<b>277,321</b>	<b>348,428</b>	<b>351,428</b>	<b>352,428</b>
<b>TOTAL REVENUES</b>	<b>350,000</b>	<b>1,525,800</b>	<b>2,088,111</b>	<b>2,734,297</b>	<b>2,994,060</b>	<b>3,278,401</b>
<b>TOTAL EXPENDITURES</b>	<b>248,000</b>	<b>1,410,889</b>	<b>1,801,762</b>	<b>2,266,170</b>	<b>2,322,307</b>	<b>2,379,844</b>
<b>BALANCE</b>	<b>102,000</b>	<b>114,911</b>	<b>286,349</b>	<b>468,127</b>	<b>671,753</b>	<b>898,557</b>

## CHARLES A. TINDLEY ACCELERATED SCHOOL -- BUDGET NARRATIVE

### **Revenue Assumptions:**

Carry-over from previous period. The fund balance remaining from the previous year.

State Per Pupil Funding. Based on the Indiana Department of Education's school formula estimates for Calendar Year 20003 (made available to the Indiana Charter Resource Center recently) This formula includes State Regular aid, Levy funds, Auto Excise funds, Special Ed, At Risk and Prime Time funds. We assume that at least 80% of our students are resident in Indianapolis Public Schools (average of \$6,7000 per student annually), and up to 20% will come from surrounding township schools (average of \$5,700 per student), yielding a blended average of \$6,500 per student.

According to the Indiana Charter Resource Center, the State of Indiana is committed to raising education funding, in real dollars, at least 1% annually. We conservatively estimate inflation at 2.5% annually, yielding an average estimated increase in per pupil funding of 3.5% annually.

Federal Start-Up Grants. CTAS expects to be awarded this competitive grant, which amounts to \$150,000 per year for three years.

Private Funds. These sources include planning and special project grants from individuals and foundations. We plan to submit applications to the DeHaan Family Foundation and the Walton Family Foundation, and expect serious consideration. With the help of our board of directors, we will also actively solicit other funders.

Lunch Revenue. This includes both State funds for students with free and reduced lunch classification as well as fees paid by families. We estimate this amount at \$2 per student per day for 195 days.

Other (competitive public) Includes competitive state and federal grants.

### **Enrollment Projections**

2002-3	160 students
2003-04	240 students
2004-05	320 students
2005-06	320 students
2006-07	320 students

### **Expenditures:**

Assumes a 3% annual inflation rate on most items.

Position	Salary in 02-03	Number (02-03)	Number (03-04)	Number (04-05)	Number (05-06)	Number (06-07)
Director	\$40,000	1	1	1	1	1
Lead Teachers	\$38,000	2	3	4	4	4
Teachers	\$35,000	8	12	16	16	16
Business Manager	\$20,000	.5	.5	.5	.5	.5
Clerical	\$27,500	1	1	1	1	1
Social Work/Counseling	\$20,000	.5	1	1	1	1
Enrichment Coordinator	\$20,000	.5	.5	.5	.5	.5
Custodian	\$10,000	.5	.5	.5	.5	.5

Consultant Salaries. Curriculum Development at \$8,000 the first year, \$5,000 subsequent years.

Payroll Taxes and Benefits. Calculated at 25% of salaries in year 1, 26.5% in year 2, 28% in year 3, 29.5% in year 4, and 31% in year 5. We expect that the cost of health insurance will continue to rise approximately 10% annually, necessitating a 5-6% annual increase in this category after inflation.

*Professional Development.* Includes \$5,000 to cover weekly professional development activities, and \$400 per teacher for conferences or training.

*Substitute Teachers.* \$100 per month per teacher @10 months + \$2,000 (\$3,000 in yr. 2, \$4,000 per year in yrs. 3-5).

*Board Development.* Includes \$4,000 for board training in the first year; \$2,500 for subsequent years.

### **Facility**

*Rent.* Calculated at an average of \$360,000 per year over five years, or an estimated \$12 per sq. ft. for 30,000 sq. ft., with a rent payment of \$200,000 the first year, and \$400,000 years two through five.

*Renovation/Construction.* For renovating facility to make accessible and meet all health and safety codes; \$75,000 pre-opening year, \$125,000 first operating year (02-03), and \$20,000 in subsequent years.

*Utilities.* Calculated at \$1.50 per square foot with 5% annual inflation.

*Maintenance.* Estimated at \$5,000 per year for repairs and cleaning supplies.

### **Materials/Supplies/Equipment**

*Textbooks and other instructional supplies.* Calculated at \$125 per student for textbooks and \$75 per student for supplies.

*Assessments.* Calculated at \$75 per student.

*Instructional Equipment.* Includes VCR and overhead projectors for classroom. Calculated at \$30 per student. Equips 4 classrooms per grade.

*Classroom Technology.* Estimated at \$200 per student for the first year, and \$100 per student for subsequent years.

*Office Technology and Software.* Includes leasing and/or purchasing computers, printer, fax and copier; estimated at \$7500 the first year and \$4,000 subsequent years.

*Instructional Software and Internet Access.* Calculated at \$30 per student.

*Library.* For acquisitions of materials for a library/media resource center calculated at \$75 per student for the first year, and \$50 per student in subsequent years.

*Classroom Furniture.* Calculated at \$125 per student the first year, \$50 per student subsequent years.

*Office and Faculty Furniture.* Calculated at \$250 per new faculty member

*Copying and Reproduction.* Estimated \$2,000 pre-operating year; Calculated at \$75 per student subsequent years.

*Postage and Shipping.* Estimated \$1,000 pre-operating year; Calculated at \$15 per student subsequent years.

*Telephone/Fax Lines/Long Distance.* Estimated at \$500 pre-operating year, \$3,000 subsequent years.

*Office Supplies.* Estimated at \$500 pre-operating year; \$2,500 subsequent years.

### **Additional Costs**

*Contracted Services.* Consulting services with SchoolStart at \$75,000 pre-operating year, \$75,000 first year and \$10,000 subsequent years.

*Business Services.* Estimated at \$10,000 for consulting services on issues of strategic planning and finance, review and revisions of business plan.

*Insurance.* Estimate based on charter schools in other states. Includes required liability and other coverage.

**Marketing Development.** Consulting costs for student recruitment activities and public relations, including cost of producing brochures and materials; estimated at \$25,000 in pre-operation year, and \$5,000 in subsequent years.

**Legal Expenses.** Pre-operation costs include setting up the non-profit status of the school, review and approval of contracts, assistance with business services, review of personnel and other school policies. Ongoing costs include review of policy materials, review of contracts and providing counsel to the Board of Directors. Estimated at \$15,000 pre-operational year and \$5,000 subsequent years.

**Accounting and Audit.** Estimated at \$5,000 for pre-operational year and \$12,000 a per operating year for accounting services, and \$8,000 a year for an annual audit to be conducted by a separate contractor for subsequent years.

**Transportation.** Estimated service to 25% of students at \$4.13 per day for 195 days.

**Field Trips/Enrichment Program Transportation and Materials.** Fieldtrips calculated at \$25 per student, 3 times a year; Enrichment program transportation and materials calculated at \$125 per student.

**Food Services.** Calculated at \$2.00 per day per student for 195 days. Program is designed to be revenue neutral.

## **B. Enrollment/Demand**

**Projected Enrollment** CTAS will enroll an entering 9<sup>th</sup> and 10<sup>th</sup> grade class the first year. Each year a new entering class will be added. The school expects some student attrition in upper grades. CTAS may enroll a slightly larger entering classes to make up for attrition. The projected enrollment is as follows:

	02-03	03-04	04-05	05-06	06-07
Grade 9	80	90	90	90	90
Grade 10	80	80	85	85	85
Grade 11		70	75	75	75
Grade 12			70	70	70
Totals	160	240	320	320	320

**Demand** CTAS founding board members have been speaking with parents and community organizations in the proposed CTAS area. Efforts have included speaking at forums and meetings, direct contact with interested parents identified through community groups, and door to door canvassing in local neighborhoods. These contacts give an indication of a community interest in the proposed CTAS program. These include parents of students who are currently having difficulty in school, as well as parents of students who are currently successful in their school. These informational efforts will continue and will transition into recruitment efforts throughout this current year. We have identified parents and recent high school graduates who have expressed an interest in becoming involved in the planning of the CTAS programs through participation in focus groups and possibly serving on the parent or the student advisory groups. These groups will be formed this fall and will meet regularly. The groups will serve four purposes. First, they will participate in policy formulation in areas related to student programs, curriculum, discipline and family involvement. They will make recommendations to the CTAS Board of

Directors. In this role, the advisory groups will ensure that the policies and school programs address the community's needs and reflect the school's mission. Second, they will become spokespersons for the school within the community. The advisory groups will be encouraged to promote the vision and mission of CTAS informally through conversations with friends and neighbors, and formally through presentations to existing parent, student and community groups. Third, they will identify both individuals and organizations that might forward the mission and vision of CTAS. Fourth, they will assist in the formulation and implementation of student recruitment/enrollment plans.

Enrollment/Recruitment Plans The CTAS student recruitment efforts, consistent with the school's mission, will emphasize reaching parents and students that traditionally exercise little "voice" in school policies or in advocating for their children/themselves. These families and students are often less involved in school extracurricular activities, and less likely to participate in selective school programs such as magnet programs. These families may also be minimally involved in their children's schools. While the reasons for low-involvement vary, CTAS recognizes that whatever the reason, the low-involvement suggests a particular challenge in reaching these parents. CTAS also will seek families and students that are already having difficulty in school in terms of absenteeism, disciplinary issues and previous academic failure. To reach these families CTAS will continue its outreach efforts including networking with local groups that currently serve families, such as social service organizations, churches, and the criminal justice system. These efforts will be expanded beyond the proposed locale of the school in order to reach students and families who may live outside of the area but who would benefit from enrollment in CTAS.

Because many families may not be active in community organizations, CTAS will conduct door-to-door canvassing in neighborhoods and visit local business establishments. In addition to establishing direct contacts with families, CTAS will use local media such as print and radio as well as direct mail campaigns in an effort to reach and recruit students. These later efforts will be particularly helpful in reaching students throughout the city.

Enrollment Policies While CTAS's target population is students who are at-risk of academic failure and/or school dropout, the school is open to all students who choose to enroll. Admissions priority will be given to students who respond by submitting timely applications. If the number of applications exceeds the capacity of the school, a lottery will be used to determine admissions. Future openings will be filled by a lottery of those students not currently enrolled in CTAS but on a waiting list. Admissions will be limited to the grades of pupils served as described in the projected enrollment section of this application. CTAS acknowledges its right, per statute, to give enrollment preference to siblings of students already attending CTAS, and to children of parents employed by the school. Admissions will not be restricted based upon race, ethnicity, national origin, disability, gender, income level, proficiency

of English, or athletic ability. Because a location for the school has not yet been determined, it is unclear whether or not the school will be subject to standing desegregation plans. When the school's location is determined, if necessary, the school will establish a plan to address and follow all specifications of any standing desegregation plans.

### **C. Governance and Management**

CTAS will operate under the nonprofit organization Charter for Accelerated Learning. Attachments # 7 and #8 are copies of the articles of incorporation and a copy of the by-laws. Charter for Accelerated Learning has been incorporated as a non-profit organization in the state of Indiana. The Charter for Accelerated Learning, (dba) Charles A. Tindley Accelerated School, is currently working with the law firm of Riley Bennett & Egloff to prepare and file 1023 forms with the IRS. It is expected that these papers will be filed by mid October of 2001.

School Governance Plan. The three founding members are currently and will continue to identify, interview and elect additional board members. A full board is expected to be in place by January 1, 2002. Plans are being developed to transition to a full board of directors that includes board development activities. CTAS will be governed by a board of directors with a structure of officers, by-laws, and delegation of management to an executive director. A clear distinction will be drawn between the governance work of the board of directors and the administrative/management work of the paid staff.

The board of directors is responsible for governing the school. Each board member has a personal fiduciary duty to look out for the long-term well being of the school. The Board is responsible for addressing major matters including setting CTAS general policies and overall curriculum policies, approving and monitoring the annual budget and financial procedures, fund-raising, hiring and evaluating the executive director, approving personnel policies and monitoring their implementation by the executive director, assuring that the CTAS fulfills its charter contract and strategic planning.

The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Board delegates the responsibility for running CTAS and implementing the Board's policies to the executive director. Where appropriate, the executive director will delegate some responsibility to other administrators, teachers, and students.

Policies and decisions will be made by the board in accordance with the By-laws in Attachment # 8.

#### Proposed governing board members

Diana Adams has spent many years delivering various social services to residents of the Near Eastside community. She brings strong grassroots networking experience and contacts, credibility within the community, and a commitment to ensuring that CTAS will address real community needs and concerns.

Alix Litwack coordinated the design of an Indianapolis-based, adolescent enrichment center drawing upon multiple community resources. This expertise, along with professional experience designing and producing educational and informational media, encourages CTAS 'to think outside of the box' in the design of enrichment programs and the nature of community partnerships.

Siri Loescher, a former alternative educator in Detroit Michigan, brings extensive knowledge of the Accelerated Schools Model, along with professional experience in program development, evaluation, student assessment and delivery of professional development. She has also conducted research on comprehensive school reform related to improving student outcomes.

Ken Owen, Director of Media Affairs at DePauw University, brings to the CTAS Board of Directors extensive experience in public relations and media, a strong orientation to public service, and a commitment to high quality education. He has served on numerous Boards, specializing in fundraising and public relations.

Stacie Porter-Bilger, as education director for the Indianapolis Chamber of Commerce, has been very involved in various private/public partnerships and commissions supporting youth programs and school improvement efforts. Through her experience and educational training in public finance, Stacie can identify key resources and individuals in the business community who can provide advise and support in order to increase the Board's capacity to ensure CTAS's success.

See Attachment #10 for additions to the Leadership Information previously submitted to the Mayor of Indianapolis.

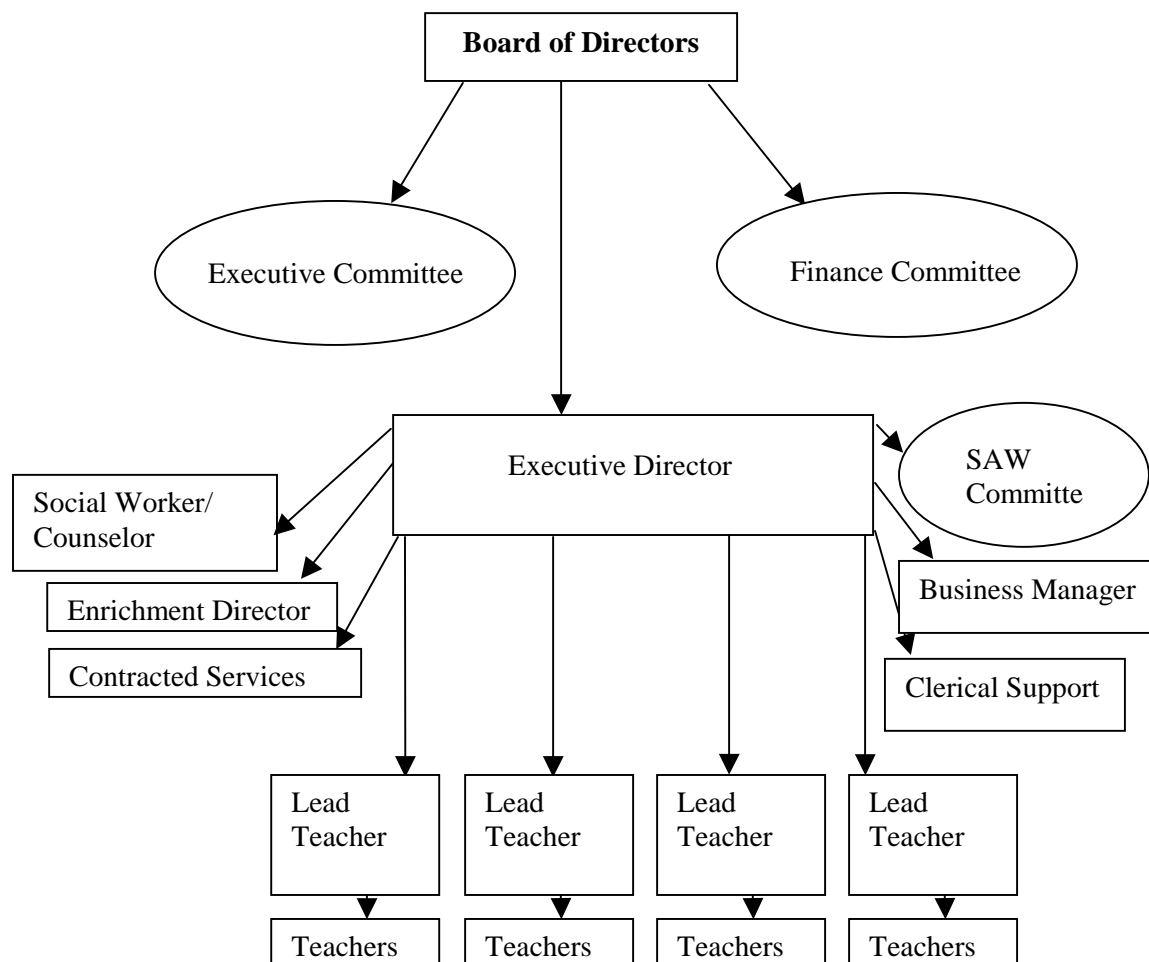
Organizational structure The board of directors will govern the school and hire an executive director to administer the school.

The executive director will hire a part-time business manager to insure that the school's fiscal policies are carried out effectively. The executive director will also oversee the creation of a School as A Whole (SAW) committee, formed by stakeholders of CTAS including parents, student, staff, and community members, to provide advice and feedback for administration.

The executive director will hire a lead teacher in each grade to oversee the delivery of academic programs as well as oversee teachers in each grade level.



## ORGANIZATIONAL CHART



### Roles and Responsibilities for Key Players

**Board** The Board of Directors will be responsible for ensuring that the mission and the vision of the school is maintained and that staff members work in steady pursuit of that vision. The Board's roles and responsibilities will include the following:

- Set general curricular policies and review specific curriculum choices on a regular basis
- Hire and evaluate the performance of the Executive Director
- Set overall school policies
- Adopt annual budgets and review audits
- Lead long-range financial and facilities planning
- Set annual goals for academic and non-academic outcomes
- Report to the Sponsor and the State on its progress toward achieving its academic and non-academic goals
- Enter into contracts with employees and service providers

- Delegate specific tasks and responsibilities to standing or ad-hoc committees of the board which may not be addressed elsewhere
- Serve as a body of appeal for members of the school community

The Board may hire consultants, legal and financial professionals, and outside services from time to time to ensure that these responsibilities are met.

***Executive Director*** The Executive Director will be empowered by the Board to carry out its policies and manage the day-to-day running of CTAS. Key responsibilities will include the following:

- Hire, manage and evaluate staff, based on board approved curricular policies and choices
- Execute school policies
- Propose and monitor budgets; oversee audits and financial reporting
- Report on activities to board and other key stakeholders
- Oversee assessment and evaluation activities
- Coordinate professional development and teacher evaluation activities with the lead teachers

***Business Manager*** The business manager will report to the Executive Director and will have the responsibility to oversee the day-to-day finances of CTAS, work with the contracted CPA to prepare monthly financial reports, and to ensure that CTAS's financial, student accountability, and other school-related reporting requirements are filed according to all local, state and federal guidelines. The business manager also will oversee all aspects of maintaining the CTAS facility.

***School as a Whole Committee*** CTAS will follow the site-based management governance structure of the Accelerated Schools Model. This involves the whole school in an inquiry and data-based decision making process on issues related to the educational programs of CTAS. Accordingly, a 'School as a Whole' committee (SAW), including faculty and staff, parents, students, members of the Board of Directors, and interested community members, will be formed. The SAW will continuously collect and analyze data on student and school performance and engage in strategic planning to ensure that the mission of the school is being carried out. The SAW works in an advisory capacity to the Board of Directors, and may be given authority for some decisions by the Board of Directors. All decisions made by the SAWS follow these guidelines: 1) decisions will be based on data collected about the school; 2) research will be conducted on multiple possible strategies for addressing specific issues to ensure that the most sound decision is made; 3) the SAW will set a level of consensus to be met (e.g., 70% of participants) for decisions, and voting in favor of a plan equals an agreement of the SAW to take responsibility to implement the plan.

***Planned Partnership with SchoolStart*** The Charles A. Tindley Accelerated School intends to contract with SchoolStart for start-up support and coaching during the planning and first operational years. SchoolStart is a Minnesota-based nonprofit organization with experience helping to launch several successful Minnesota charter schools. SchoolStart would assist CTAS in the areas of finance, facility, fundraising, student and staff recruitment, governance, logistics, staff development, accountability and other key issues, with the aim of building our school's own capacity for long-term success. SchoolStart would work with CTAS on a fee-for-service basis, after a contracting process involving our director, board and legal counsel. SchoolStart recently received a major grant from the Walton Family Foundation to help subsidize the cost of SchoolStart's work with at least 22 charter schools over the next four years. CTAS was encouraged to partner with SchoolStart by the Indiana Charter Resource Center.

Roles and Responsibilities for curriculum, personnel decisions, budget allocation, and vendor selection.

**Curriculum:** The Board will be responsible for ensuring that the overall curricular policy remains faithful to the school's mission. The Executive Director will execute the policy, in collaboration with SAW and the teaching staff.

**Personnel Decisions:** The Executive Director will be responsible for staffing. The Board will enter into contracts with employees. The Board also will be responsible for hiring and evaluating the executive director.

**Budget Allocation:** The Board will be responsible for formulating and approving annual budgets with substantial input from the Executive Director and SAW. The Executive Director will have latitude in determining how funds are best used in certain budget categories that are necessary for day-to-day operations. The Board will be responsible for long-range financial and facilities planning. The Board intends to contract with an outside service provider for bookkeeping services and to ensure compliance with state financial accounting procedures.

**Vendor Selection:** The Board will develop policies for ensuring that vendors are selected that provide the highest quality service at the lowest possible price. The policies will ensure that multiple bids are solicited for each job that requires the use of a vendor and that the proper background and reference checks are done to insure quality. The Executive Director will be responsible for presenting potential vendors to the Board for approval.

**Board Recruitment, Selection, and Development** A nominating committee will be created by the Board to identify potential Board members and present them to the full Board for approval. Board members will be recruited from a variety of sources, both in the Near Eastside community and across the Indianapolis

metro area. The goal will be to build a board with people who share the staff's passion for serving students and will bring necessary skills including education, social services, finance, marketing and general management. The selection process will be a vote of the Board, based on the recommendation of the nominating committee.

Board training will be a CTAS priority. The Board chair will be responsible for assessing the strengths of the board and preparing a plan for board training that builds on board members' strengths and addresses development areas.

The board chair will use research-based resources, available on the Charter Friends Network website, as a guide for Board development.

Criteria for Choosing the Executive Director The single most important factor in determining the success of CTAS will be to hire an executive director who is an extraordinary school leader. The criteria for choosing this leader fall into three main categories: personal qualities, life experience, and skills.

***Personal Qualities*** The executive director must embody the mission and values of CTAS. The director must model the behavior that is expected from students, staff and the board and demonstrate the following:

- Integrity
- Resiliency
- Creativity
- Sound judgment
- Charisma
- Passionate belief in the intrinsic worth of all people and that all children can learn and achieve at high levels

***Life Experience*** The executive director must be able to draw upon a significant body of successful experiences serving at-risk, inner-city youth in schools to guide the formation of CTAS. The director's experience must be deep and powerful enough to demonstrate the capability of translating the vision into a successful, viable school. The following must be demonstrated:

- Successful service and leadership at schools and other educational settings that serve at-risk youth
- Relevant academic preparation in such areas as education, social work, and/or business
- Significant commitment to community building efforts in the inner-city, not limited to specific work experience

**Skills** The executive director must be a general manager who can oversee the wide range of activities in the school from student discipline to personnel to financial controls. The director must be capable of both seeking consensus and making tough decisions when there is disagreement. The director must also be capable of delegating effectively and developing staff. The following must be demonstrated:

- Successful management of people in a school or non-profit environment, including staff, students and parents
- Sound financial oversight and accountability
- Strong communication and public speaking
- Significant data reporting and analysis

**Executive Director Evaluation** The executive director will be evaluated based on the ability to translate the mission, goals, and policies of the Board into a successful school.

Once hired, the executive director will work with the executive committee of the board to transform the policies and goals of the board into a set of quantitative and qualitative measures that will form the basis of the director's evaluation. Quantitative measures will include priority issues for the school such as student recruitment, retention, and academic performance and faculty recruitment, retention and performance. It also will include non-programmatic performance standards such as delivering programs at or below budget and compliance with state and Federal guidelines for reporting.

Qualitative measures will include priority issues such as building a positive school culture and building a positive reputation within the community. This information will be gathered through surveys and interviews with key stakeholders.

The executive director will meet with the board chair on a regular basis to determine progress toward the performance measures. The focus will be to build on areas in which the performance exceeds expectations and to address areas in which performance is missing expectations.

#### **D. Human Resources**

Faculty and staffing includes Teachers, Lead Teachers, a social worker, a clerical position, and an enrichment coordinator. The level of staffing for each year is reflected in the budget narrative in section IV A. Five teaching positions, including four core academic positions, will be hired for each grade level served. The fifth teaching position allows for specialized teachers including those providing special student services. The "fifth" positions hired for the first academic year include a special education teacher, and a teacher with training and experience with English-as-a-Second-Language students. At each grade level, one of the teaching positions will be a Lead Teacher, who will have some responsibilities for teacher supervision and professional development in addition to classroom responsibility.

CTAS strives to offer its faculty competitive salaries and benefits including health and dental, retirement benefits and liability insurance. These costs are detailed in the budget narrative on page 31.

The Board is also exploring various incentive plans for faculty who reach specified education goals. This would provide faculty with professional and financial advancement opportunities.

The school week includes four ‘traditional days’ and one ‘special programs’ day. The typical ‘traditional day’ for a teacher will involve four 90 minute classes. Each class will cover the same content material, for all students at that grade (e.g., ninth grade English/language arts). Each teacher will have one sixty to ninety minute prep period, while students take individualized courses in English and Math. At the conclusion of each day, teachers will have conference time to consult with educational specialists (e.g., the special education teacher), the enrichment coordinator, and other teachers or parents. In the morning on ‘special program’ days, teachers will participate in civics workshops with students. Later, while students attend a guest lecture and participate in service-learning and enrichment programs, teachers will have a two hour collaborative planning period, and a two hour professional development workshop.

Professional development for teachers and all staff will be continuous, and on-going. Activities will include a series of related sessions rather than discrete trainings designed to cover a broad range of topics. Activities will be conducted on a weekly basis, rather than spread out across a limited number of days during the school year. The faculty will have input in determining the focus and planning the content of CTAS professional development activities.

Qualified teachers for CTAS will hold at least a bachelor’s degree in education or in the subject area to be taught. Teachers will hold a valid Indiana teachers license, or will be in the process of earning an Indiana teachers license through a ‘Transition to Teaching’ credential program according to the Indiana Charter School Legislation. Hired teachers should have experience teaching urban adolescents or experience working in an educational program serving urban adolescents. In addition to subject area qualifications, CTAS seeks several attributes that relate to the development of a school-wide learning community. These attributes include the following: 1) The use of innovative teaching methods including constructivist practices. 2) The use of self-reflection as a means for improving classroom instruction and student performance. 3) A willingness to work collaboratively with other teachers in planning classroom activities and in evaluating both student and teacher performance. 4) A commitment to ‘life-long learning’ that includes studying and learning from one’s students. 5) A commitment to finding ways to help all students be successful with the school’s educational programs.

A staff evaluation system will be designed with input from the faculty and approved by the Board of Directors. The evaluation methods, and goals of the evaluation will be guided by the following principles: 1) (For teaching staff) Classroom practices reflect the CTAS educational mission. 2) The evaluation system be geared towards promoting professional growth. 3) The evaluation system should

include methods for recommendations for actions in cases where a professional's practices are determined to have a negative impact upon the CTAS education method.

CTAS will recruit teachers from a variety of sources. The founding board will use its connections at local universities to find eager, committed teachers. One approach will be to gain access to mailing lists at these institutions and send out postcards that describe CTAS and invite people to apply.

The Internet will also be a valuable recruiting tool by postings on job boards, participation in listservs and chat groups, and postings on education-related web sites. There is ample opportunity to let prospective teachers and administrators know about CTAS.

More traditional approaches, such as newspaper advertising will also be used. There will also be a concerted effort to enlist community groups on the Near Eastside community to identify potential teachers. This "word of mouth" approach will be particularly important in attracting educators who have a strong connection to the community.

## **E. Financial Management**

The executive director will be responsible for managing the school's finances in accordance with the board-approved budget. The director will be responsible for securing Board approval for expenditures such as hiring and major purchases. The Board will appoint a finance committee to monitor fiscal policies and expenditures on behalf of the Board and to facilitate communication and decision-making with the executive director.

The executive director will work closely with a part-time business manager to manage the school's cash flow, negotiate with vendors, and work with the accountant to prepare financial reports for the board, the sponsor and the state. The following table outlines the roles and responsibilities of the Board, the Finance Committee and the Executive Director.

<b>Board's Role</b>	<b>Finance Committee's Role</b>	<b>Executive Director's Role</b>
Approves a budget that reflects CTAS goals and board policies	Revises budget as needed and makes recommendations.	Prepares the budget and presents it to the Finance Committee or full board with backup information.
Approves the format and frequency of financial and programmatic reports.	Recommends format for financial and programmatic summary reports for board approval.	Makes recommendations for financial and programmatic reports to the board; assures reports include information required by charter contract.

Reviews monthly or quarterly financial statements.	Reviews monthly financial statements with charter school administrator, school business manager, and/or CPA.	Monitors income and expenses on a daily basis. Prepares financial and educational program reports that can be compared to the charter school contract, budget and projected activities.
Ensures adequate financial controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the charter contract.	Reviews accounting and control policies and makes recommendations for changes and improvements.	Raises policy issues and provides information for standard accounting policy decisions. Carries out policies established by the CTAS board.
Reviews the audited financial statements, management letter, and senior staff's response.	Reviews the audited financial statements, management letter, and senior staff's response with administrator and auditor.	Provides information and offers recommendations to Finance Committee. If necessary, responds to the audit firm's management letter.
Approves CTAS investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.	Provides additional information and financial analysis if needed.
Is well-informed about CTAS finances.	Coordinates board training on financial matters. Acts as liaison between full board and the executive director on financial matters.	Provides training and information as requested.

Fiscal Controls and Financial Management Policies The board will hire an accountant to work with the executive director and the business manager. The accountant will set up fiscal controls to insure that GAAP principles are used and that all annual state and Federal returns are filed. Strict controls will be set up by the directors and the accountant to insure that spending is in accordance with the budget and that controls, such as double signatures on checks, are in place. The board will hire a vendor to administer payroll and the employee benefits package.

Annual Budget Development Process The annual budget development process will be led by the executive director in close coordination with the business manager and the SAW. The process will focus on CTAS priority areas as determined by the Board. Throughout the process, the finance committee will be updated and consulted.

At the end of the budget development process, the executive director will present a proposed budget to the finance committee for review. The finance committee will work with the executive director to address any issues of concern. Once the finance committee approves the proposed budget, it will be presented to the Board for ratification.



Fund-raising Efforts The Board will take primary responsibility for developing a fundraising plan in consultation with the executive director. The efforts will focus on identifying and securing a combination of public and private funding, with an emphasis on private funding. SchoolStart has special expertise in identifying and applying for funding from private foundations that support charter schools nationally. The board will be asked to use its own personal networks to identify individuals who may be interested in making financial and in-kind contributions.

## **F. Facility**

CTAS has identified a potential facility. The school intends to be located in the Near Eastside community of Indianapolis. To assist the school in becoming an active and accessible part of the community, a residential or near residential site is preferred. The selected facility should allow classroom and meeting space that permits each grade cohort and its faculty to have physical proximity. Accordingly, this space should foster a sense of community both within each cohort grouping, and within the whole-school community.

CTAS is considering both permanent buildings, and temporary sites. The latter option would involve leasing and/or sharing space for the first year or two. This option allows more time for site selection and renovation. In addition, this time permits the school to demonstrate stability in its enrollment and the soundness of its educational and business plan. Demonstration of the school's success should assist both in securing financing and in encouraging private donations and grants for building acquisition and renovation.

The CTAS founding board members identified possible permanent and temporary sites through discussions with other local community organizations and nonprofit development corporations. Several requirements have been identified to guide the selection of the facility. 1) The facility should be accessible by public transportation. 2) The facility should be located near other community public resources such as local community centers and public libraries. 3) The facility should be located in or near a residential area. 4) The site must have a feasibility study that indicates the actual costs of bringing the facility up to health, safety and accessibility codes.

## **G. Transportation**

Transportation is not funded in the charter legislation. The school must maximize transportation options so that no student is prevented from attending CTAS due to lack of transportation. However, because transportation costs are not funded, the school must also minimize transportation costs that might drain available classroom resources. In order to meet both goals, the school will develop a transportation plan according to the following guidelines:

- 1) The school should be located in or near a residential area in the Near Eastside community of Indianapolis. The school should be a neighborhood school that draws students from the community. The school should also be a city-wide school appealing and accessible to all students in Indianapolis.
- 2) The school should be easily accessible through public transportation. The school will work with a transportation consultant to determine bus routes for students and their families living within Indianapolis. The school will explore grants and other funding sources to underwrite the costs for bus passes to and from the school for those families unable to afford them.
- 3) The school should establish a carpool network for families residing in areas not accessible to public transportation, or who cannot use public transportation.
- 4) The school will hire a private contractor to meet the school transportation need of any other families. Any private contractor will have to meet safety and accessibility requirements in accordance with local, state and federal regulations, and as required by CTAS's insurance carrier.

## **H. Risk Management**

CTAS is committed to providing a safe environment for all of its students and staff including carrying required levels of insurance. CTAS is working with its legal counsel to develop a series of health, safety, and professional conduct policies.

CTAS is working with the Brown and Brown Insurance who has provided a written commitment for coverage (see Attachment #9). They are currently reviewing various policy options on CTAS's behalf and should be able to generate cost estimates for those policies within the month of October, 2001. We recognize that the cost estimate will be revised once a building has been identified, and is contingent upon the insurance companies' review of CTAS's health, safety and professional conduct policies. Insurance coverage types and amounts of coverage are as follows:

<u>Type of Policy</u>	<u>Amount of Coverage</u>
General Liability	\$5,000,000
School Board Legal/Professional Liability	\$5,000,000
Umbrella (Excess Liability)	\$5,000,000
Boiler and Machinery	\$1,000,000
Property Damage	\$1,000,000
Automobile Liability	\$1,000,000
Workers Compensation Insurance	As required by state law

## I. CTAS Timeline

<b>Responsibilities</b>	<b>Owner</b>	<b>Timing</b>
<b>DEVELOP SCHOOL MISSION, VISION, AND GOALS</b>		
School founders discuss overall vision and feasibility of school	Founders	Ongoing
Founders form a start-up board of directors	Founders	Ongoing
Gauge enrollment capacity; obtain concrete evidence of student interest	Founders	Done
Meetings to develop mission, vision, and goals	Founders	Done
<b>LEGAL &amp; ORGANIZATIONAL</b>		
Board Formation and Formalization	Founders	Ongoing
Recruitment and Designation of Board Leadership	Founders	Ongoing
Review of Bylaws and Articles of Incorporation	Founders	Done
Board Review and Approval of Conflict of Interest Policy, Bylaws and Articles of Incorporation	Founders	Ongoing
Completion of Secretary of State's application for non-profit incorporation	Founders	Done
Collection of Funds for Filing Fee (\$70)	Founders	Done
Submission of application and Articles to Secretary of State, with fee paid, under Chapter 317A	Founders	Done
File for IRS 501(c)(3) Status	Founders	Done
Establish bank account	Founders	10/02
Begin Recruitment of Students	Board/ED	1/02-9/02
Develop recruitment, marketing & outreach plan	Board SchoolStart (SS)	1/02
Create student recruitment & enrollment management process	Board /SS	2/02
Identify community liaisons	Board	Ongoing
Write and Design Initial Informational Materials (Brochures, General Info Sheet, Q&A Sheet, etc.)	Board/SS	10/01-2/02
Print and distribute information/brochures	Board	3/02
Secure web site address and recruit web site programmer	Founding Group	11/01
Design and print other marketing materials	Board/SS	2/02
Advertise on billboards, local newspapers, PSAs	Board/ED	3/02-8/02
Design flyers for mailing to neighborhood families	Board/SS	11/01
Design posters for neighborhood businesses	Board/SS	11/01
Design presentation board for school & street fairs	Board/SS	11/01
Organize community presentations	Board/SS	11/01
Create student applications	Board/ED School Start	3/02
Organize recruitment campaign, make phone calls	Board/ED	3/02 – 8/02
Answer parent phone calls, run open houses	ED	3/02-9/02
Create sign up Sheets for Parents/Students	ED	4/02
Parent liaison/register students, interview parents	ED	5/02-8/02
<b>Begin Recruitment of Teachers</b>		
Needs Assessment	Board/ED SchoolStart	1/02
Contact Local Colleges/Universities	Board/ED	2/02-5/02

<b>LEGAL AND ORGANIZATIONAL (CONT.)</b>	<b>Owner</b>	<b>Timing</b>
Contract Between School and SchoolStart		
Submission of SchoolStart Contract to Board	SchoolStart	1/02
Review of SchoolStart Contract	Board	1/02
Attorney Review of SchoolStart Contract	Board	1/02
Board training (facilitation of strategic planning process)	Founding Group SchoolStart	11/01
Support legal and regulatory compliance	Board	1/02
Plan to transition from interim to formal board	Founding Group SchoolStart	12/02
<b><u>INSTRUCTION &amp; ASSESSMENT</u></b>		
Develop detailed goals/standards/objectives	Board	2/02
Plan for instructional program detail	Board/ED	3/02
Select curriculum/projects/units	ED	4/02
Identify instructional materials & technology	ED NCASP	4/02-5/02
Research, develop, and plan Newcomer Program	ED	5/02
Develop detailed assessment and evaluation plan	Board/ED SchoolStart	5/02
Plan for initial classroom/learning environment configuration	ED/Lead T	4/02
Plan for initial age/gender/cluster configuration	ED/Lead T	6/02-7/02
Plan to address special needs student issues (special education, limited-English proficiency, etc.) for assessment and instructional supports	ED/Sp Ed T/ ESL T	4/02-7/02
<b><u>OBTAINING SPONSORSHIP AND STATE APPROVAL</u></b>		
Draft, discuss, and redraft a written proposal to submit to sponsor	Founding Group	Done
<b><u>FINANCIAL PLANNING &amp; FUNDRAISING</u></b>		
Prepare a realistic five-year planning budget and business plan	Founders	Done
Set up accounting, purchasing, payroll and state reporting systems	Board/SS	1/02
Develop & initiate fundraising plans	Founders/Board/ SS	10/02
Prepare and submit application for federal start-up funds	Board/SS	3/02
Prepare and submit application to Walton Foundation	Board/SS	1/02
Prepare and submit other grant applications as needed	Board/SS	1/02
<b><u>FACILITY</u></b>		
Review needs assessment	Board/SS	12/01-1/02
Assess market options	Board/SS	1/02
Investigate and review prospective sites	Board/SS	1/02-2/02
Visit prospective sites	Board	2/02
Investigate preliminary landlord and financing terms	Board/SS	2/02
Code, fire & safety review	Board	2/02-3/02
Zoning/Permit Approval	Board	2/02-3/02
Explore Financing Options	Board	2/02-3/02
Review accessibility issues under ADA	Board/SS	2/02-3/02
Negotiate final terms of lease	Board	3/02

<b>Responsibilities</b>	<b>Owner</b>	<b>Timing</b>
<b><u>PHASE II: PREPARATION FOR OPENING</u></b>		
<b>OPEN SCHOOL SITE OFFICE</b>		
Organize and establish school site office	Board/ED	3/02 – 4/02
<b>LEGAL &amp; ORGANIZATIONAL</b>		
Further recruitment & orientation of governing board	Board/SS	Ongoing
Develop & implement board calendar	Founders	Done
Research and provide information about all insurance options	Founders	Done, Ongoing
Secure insurance		
Liability insurance	Board	1/02
Property insurance	Board	3/02
Workers compensation insurance	Board	1/02
Unemployment insurance	Board	1/02
Employee medical, dental, disability, and life insurance	Board	1/02
Student injury insurance	Board	1/02
Develop discipline policy	Board/ED/ Teachers	7/02
Develop public/private information policy	Board	3/02
Develop immunization policy	Board	2/02
Develop medication, nursing, and first aid policy	Board	2/02
Develop transportation policy	Board	4/02
Develop fair enrollment policy	Board	2/02
Develop sexual, religious, and racial harassment & violence policy	Board	2/02
Obtain Fair Pupil Dismissal Act	Board	2/02
Obtain the Mandatory Report of Abuse and Neglect	Board	2/02
Obtain the American with Disabilities Facility checklist	Board	3/02
Develop comprehensive school accountability plan, which includes ongoing performance-based assessment, evaluation, governance and public reporting, based on proven practices	Board/ED SchoolStart	9/01-2/02
<b>INSTRUCTION &amp; ASSESSMENT</b>		
Review and amend charter goals and instructional framework	Board ED/L Teachers	7/02
Review and amend detailed goals/standards/objectives	ED/L Teachers	6/02
Review and amend instructional program plan	ED/L Teachers	6/02
Review and amend curriculum/projects/units	ED/L Teachers	7/02
Identify & secure instructional materials & technology using a tracking system	ED	6/02
Review and amend assessment plan	Board ED	7/02
Review and amend school calendar & schedule	ED	5/02
Review and amend classroom/learning environment configuration	ED/L Teachers	7/02

<b>PLANNING FOR SPECIAL EDUCATION NEEDS</b>	<b>Owner</b>	<b>Timing</b>
Identify students whose applications indicate IEPs	ED/ Sp Ed	6/02-8/02
Review and assess need for IEPs	ED/ Sp Ed	6/02-8/02
Confer with parents regarding special education needs during registration period	ED/ Sp Ed	6/02-8/02
Devise plans for serving special education students	ED/ Sp Ed	6/02-8/02
Coordinate schedule for special education students	ED/ Sp Ed	8/02
Work with parents to develop or revise IEPs as needed	ED/ Sp Ed	8/02 – Ongoing
Convey special education plans to special ed. teachers and other regular Ed teachers	ED/Sp Ed	8/02 – Ongoing
Undertake complete ESL assessment	ED/ ESL T	8/02
Establish framework for assignment to specific ESL programming	ED/ ESL T	5/02
<b>FINANCIAL PLANNING &amp; FUNDRAISING</b>		
Solicit funds from private and sources (including proposal writing)	Board/SS	Ongoing
<b>FACILITIES</b>		
Organize major renovations, repairs & construction		
Secure initial architectural planning advice	Board/SS	2/02-3/02
Put out bids for general construction contractor, if necessary	Board	3/02
Monitor construction progress	ED	3/02-6/02
Technology selection		
Determine quantities and types of computer equipment	Board/ED	4/02
Draft, solicit, receive, and evaluate bids	Board	4/02
Purchase technology	Board	5/02
Tracking technology installation with tracking system	Board	5/02
Purchase & move in furnishings	ED	4/02-7/02
Arrange classrooms/instructional & work environments	ED/Teachers	6/02-7/02
Property insurance & security	Board	5/02
Advise on all facilities services listed below	SchoolStart	1/02-5/02
Procure facilities services, including:		
Custodial Services	Board	6/02
Maintenance Services	Board	6/02
Security Services	Board	6/02
Transportation Services	Board	4/02
Bus Company, Routes, Un/loading Plan	Board	6/02
Food Services	Board	4/02
Groundskeeping Services	Board	3/02
Pest Control Services	Board	3/02
Trash Removal Services	Board	3/02
Long term facilities planning	Board/SS	1/02 Ongoing

<b>STAFFING</b>	<b>Owner</b>	<b>Timing</b>
Develop needs assessment	Board/SS	1/02
Identify options & plan recruitment strategy	Board/SS	1/02
Explore staff sharing with other charters	Board/SS	1/02
Develop personnel policies & contracts	Board/SS	1/02
Organizational chart & job descriptions	Board/SS	1/02
Develop staff selection process	Board/SS	1/02
Recruit/Select/Hire Executive Director (ED)	Board/SS	1/02
Draft, approve and run ad	Board/SS	1/02
Contact Universities/Colleges and other networks	Board/SS	1/02
Receive, organize, and review letters of interest/resumes	Board/SS	2/02
Interview & background reference checks	Board/SS	3/02
Finalize selections, criminal background check & finger printing	Board/SS	3/02
Contract and Hire	Board	4/02
Create personnel policy	* *ED/SS	5/02
Recruit/Select/Hire Licensed Teachers and Other Staff	Board/SS	2/02
Draft, approve and run ad	Board/SS	2/02
Contact Universities/Colleges and other networks	Board/SS	2/02
Receive, organize, and review letters of interest/resumes	Board/ED/SS	3/02 – 7/02
Interview,& background reference checks	Board/ED/SS	3/02 – 7/02
Finalize selections, criminal background check & finger printing (including all staff and regular volunteers)	ED/SS	3/02 – 7/02
Contract and Hire	ED/SS	3/02 – 7/02
Advise on personnel policy	School Start	3/02 – 7/02
Advise on model personnel contract	School Start	3/02 – 7/02
Recruit contract service providers	ED/SS	6/02 – 7/02
Orientation & planning	ED/SS	7/02 – 8/02
Advise staff on legal and regulatory compliance	School Start	7/02 – 8/02
Establish Year 1 staff development plan including para-professionals	ED/SS	7/02 – 8/02
Implement immediate staff development activities	ED/SS	7/02 – 8/02
Summer training institute (summer 2002)	ED/SS	7/02 – 8/02
Team building and culture building retreat	ED/SS	7/02 – 8/02
<b>STUDENTS &amp; PARENTS</b>		
Develop student & parent policies & handbook	Board/ED/SS	3/02 – 4/02
Accept and review applications	ED/SS	ongoing
Monitor diversity & outreach	Board/ED/SS	ongoing
Conduct enrollment lottery	ED/SS	6/02
Registration & assessment	ED/SS	7/02
Develop parent participation & involvement policies	ED/SS	6/02
Public notice of special education services	ED/SS	6/02
Send updates to parents and perspective students on a monthly basis	Board/ED/SS	ongoing
Family/Student Orientation		
Plan and implement open houses	Board/ED/SS	3/02 – 9/02
Orientation Packets to all parents and students	ED/SS	8/02
Plan and implement Grand Opening	ED/SS	6/02 – 9/02

<b>FINANCE &amp; OPERATIONS</b>	<b>Owner</b>	<b>Timing</b>
Recruit/Select/Hire Business Manager (BM)	Board/SS	1/02 – 2/02
Establish operational fiscal system	BM	2/02
Establish budget development & oversight policies	BM	2/02
Full implementation of accounting system	BM	2/02 – 3/02
Develop internal controls & fiscal policies	BM	3/02
Full implementation of payroll system	BM	4/02
Research and secure staff benefit options	BM	2/03 – 3/02
Develop & monitor cash flow plan	BM	2/02 – 3/02
Establish line-of-credit arrangements	BM	2/02 – 3/02
Research and recommend auditing options	BM	9/02
Establish and maintain fiscal linkages with state	BM	3/02
Develop long-term fiscal plans	BM	ongoing

\* \* Some items designated as Board responsibilities may be assigned to the Executive Director once he/she is hired.

Founders = Founding group      SS = SchoolStart      Board = Governing Board  
 ED = Executive Director      BM = Business Manager      L Teachers = Lead Teachers  
 Sp Ed = Special Education Teacher      ESL T = English as a Second Language Teacher



## **V. Goals**

The following goals are those that have been identified as the two highest priority performance goals in each of the following areas: Academic Performance, Organizational Viability, and School-Specific Objectives.

### **Academic Performance Goals**

Goal 1: CTAS students will build the reading and mathematics skills they need to access the CTAS curriculum and prepare for post-secondary education. On average, students will meet the graduated scale for raising test scores in reading and math, including performing at grade level no later than the second year of enrollment. The school will strive to reach the level of 70% or more students meeting and exceeding this goal. CTAS will also monitor the performance of peer high school programs for similar student populations to assure that CTAS is truly providing a strong alternative to existing programs.

Goal 2: CTAS students will develop the habits, skills, and motivation necessary to succeed in post-secondary education. The ultimate goal of the CTAS program will be to prepare students so that they have a set of high quality options when they graduate and the wise judgment to choose from among those options. In Year Three, at least 60% of the high school students completing all requirements will, upon graduation from CTAS, enroll in a post-secondary educational program. In Year Four, the percentage will be at least 65%; in Year Five, at least 70%. Against the backdrop of an IPS system that graduates fewer than 50% of its students, these placement rates will help prove the strength of the CTAS academic model. CTAS will also establish relationships with post-secondary school institutions throughout the Indianapolis metro area and the state. These relationships will provide high quality choices for CTAS graduates and will provide CTAS with valuable feedback about how well its graduates are prepared to thrive at post-secondary institutions.

### **Organizational Viability**

Goal 1: CTAS will develop and manage the financial resources necessary to implement its ambitious program objectives. The goal in financial resource development will be to complement public funding with significant contributions from both private foundations and individuals. SchoolStart will help CTAS develop relationships with private foundations that support charter schools and will set up a development function for private individuals. CTAS will target \$350,000 in funding in the first three years from private foundations and individuals.

In terms of financial management, CTAS will manage its finances responsibly. The business manager will create a statement of cash flows to help the board and the executive director meet the organization's financial commitments. A strong accountant will be hired to insure that money is

accounted for according to GAAP and state and federal regulations. Clean audits by an independent accounting firm will demonstrate sound financial controls.

Goal 2: CTAS will recruit, hire, develop and retain a high quality instructional staff because no other single factor contributes more to students' success. Through a concerted, creative marketing effort, CTAS will attract an applicant pool of at least 5-10 strong, skilled educators for every faculty vacancy. CTAS will hire high quality, experienced teachers and provide them with the resources, school structure, and professional development required to serve students well. During the course of the first five years, CTAS will retain 75% of its teaching staff, building a strong, collaborative faculty that offers the expertise, care, and continuity that are essential for working in an inner-city environment.

### **School-Specific Objectives**

Goal 1: CTAS will become a vital, contributing member of the Near Eastside community. It will solicit community input throughout the school development process by meeting regularly with community groups and their representatives. CTAS will also include at least one community member on its School as a Whole (SAW) committee and at least two community members on its board of directors. At least 50% of that advisory committee will be community members. Every effort will be made to ensure that the faculty also represents members of the community and the diversity in the community. Partnerships with at least five community-based organizations will be established in Year One as part of the service-learning program. CTAS students will have an opportunity to contribute to the community and the community will have an opportunity to work collaboratively with CTAS.

Goal 2: CTAS will find a safe, productive location in the Near Eastside community that will allow it to operate its programs effectively. The space will be easily accessible by public and private transportation and proximate to the main activities of the community. The ideal location will offer CTAS an opportunity to re-vitalize an existing space, thus adding to the resources available in the community, rather than competing for space with other community-based organizations. The location, whether owned or leased, will also allow CTAS students and faculty to have the flexibility to create the space in their own image. This creative process will run the gamut from classroom furniture to murals.

## **VI. Summary of Strengths**

### **Founders:**

- Believe passionately that all students can succeed and reach their highest goals
- Bring extensive experience working with adolescents and working in Accelerated schools
- Know the Near Eastside community well
- Bring personal and professional networks with access to human and financial resources in the greater Indianapolis metropolitan area

### **Mission:**

- Serve students in the Near Eastside community: an area with low graduation rates and low employment rates
- Collaborate with community agencies and educational institutions to share resources and build community assets
- Staff with professionals who have been successful in inner-city environment
- Empower all stakeholders: students, teachers, families, and community members to participate in the development of the school through the innovative School As A Whole (SAW) process

### **Program:**

- Incorporate the Accelerated Schools model – a proven method
- Integrate experiential learning and service learning
- Treat all students as gifted and talented
- Provide intense, individualized instruction in reading and math
- Engage students through tutorials, peer study groups individualized instruction
- Develop curriculum with input from all key stakeholders
- Offer three trimesters, a longer school day and more instructional time to ensure students' readiness for post-secondary education

### **Students:**

- Transition from being statistics in educational failure reports to candidates for post-secondary education
- Engage in building a better community through service-learning
- Perform to high standards – above Indiana Standards in math and reading
- Build self-esteem and commitment to life-long learning
- Develop critical thinking and life skills to be successful in post-secondary education and in the workplace

### **Teachers**

- Bring expertise, passion, and commitment to serving all students
- Forge positive, respectful working relationships with students, parents and each other
- Commit to professional development and model life-long learning
- Create a collaborative environment that is focused on student achievement